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BOOK DEPARTMENT.

NOTES.

IN *MAGNA CHARTA*¹ the author has sought, as he tells us, "to make a short book, of interest to the general reader" avoiding or explaining technical terms not understood by the lay mind.

Part I is an historical sketch, elementary in character, of the reigns of the Norman kings, in which is set forth the abuses that culminated in the demand for the great statute.

Part II contains the charters granted by the early kings, from Henry I. to Edward I., the laws of Edward the Confessor, and the Sentences of the Bishops and of the Clergy.

In Part III the author gives explanatory notes on the Charter of King John, and the Forest Charter of Henry III.

It is to be regretted that Part III contains no citation of authorities; the general reader, and it is for the general reader that the book is written, may verify the statements in Part I by reference to any English history; but those chapters of the charter which require explanation, require it in most cases because they deal with legal institutions which have long been dead or have grown past recognition since the day John swore by "God's teeth" at Runnymede he would never establish or confirm them. Verification of the author's explanation of these can be found only in legal works, and to such works the general reader needs special direction; he is entitled to know, for example, on whom the author relies for the statement that Chapter 39 of the charter relates to the jury system when the most accurate modern authorities, Forsyth, Pollock, Maitland and others agree that it has no reference to this institution.

Mr. BOWLEY'S "*WAGES IN THE UNITED KINGDOM IN THE NINETEENTH CENTURY*,"² presents an admirable application of the statistical method to the very kernel of the labor problem. It is valuable not only for the light it throws on changes in wages in different trades during the century just drawing to a close, but also for its keen analysis of the difficulties connected with wage statistics and the ingenious methods suggested for coping with these difficulties. The chief subjects treated in the book are thus described in the

¹ *Magna Charta and Other Great Charters of England*. By BOYD C. BARRINGTON, LL.B., of the Philadelphia Bar. Pp. 342. Price, \$3.00. Philadelphia: William J. Campbell, 1900.

² By ARTHUR L. BOWLEY, M. A., F. S. S. Pp. vii, 144. Price, 6s. Cambridge: University Press. London: C. J. Clay & Sons, 1899.

introduction (page 2): "the extent and nature of the material existing and the chief authors and sources of information, with mention of some special difficulties in making general estimates; a general statistical history of the wages in groups of industries, such as agriculture, the building trades, mining, textiles and mechanical engineering industries; the distinction between wages and earnings; the difficulties of conducting a wage census and former attempts to do so, and the special features of modern estimates; the more minute investigation of the wage statistics of the building trades, illustrating the special difficulties which arise and the methods of calculation applicable; the treatment of the statistics of a new and expanding trade and of a decaying trade; the combination of these figures with the general average and the difficulties in the way of a general comparison, and the reduction of all wage statistics to yearly averages referring to the whole sphere of industry." Each one of these topics is treated with great clearness and abundant material is presented to substantiate the author's conclusions. He bases these on calculations of rates of change in the wages paid for labor of different grades, rather than on comparisons of the average wages paid in different trades at different periods, and is thus enabled to utilize a great deal of material too fragmentary to be otherwise employed. As a result of his investigation he concludes that if the rates paid in the United Kingdom from 1890-99, when they were fairly constant, be represented by 100, the rates from 1880-90 should be put at 90, those from 1870-80 at 95, from 1860-70 at 75, from 1850-60 at 65, from 1840-50 at 60, from 1830-40 at 60, etc., and that during the one hundred and twenty years from 1780 to 1899 the rates increased from 40 to 100. The work concludes with a full bibliography and a careful index.

IN *THE NEW DEMOCRACY*,¹ the author, a professor in the University of Tasmania, has given us valuable information on the practical working of the Hare system of voting, which has been in force in Tasmania since 1896, and of the new Australian constitution. Had he confined his book to such local topics it would have been an unqualified success. Or he might even have added the chapter in which he urges the teaching of history as a means of increasing the intelligence and political knowledge of the voters. But the rest of the book is of no value to the ordinary student of politics save as a clear and well arranged statement of old ideas. It is taken almost exclusively from

¹ *The New Democracy*. By JETHRO BROWN, M. A., LL.D. Pp. xii, 215. Price, \$2.00. New York: The Macmillan Company, 1899.

Mill, Bryce, Lecky, Bodley and Godkin. The more original parts of the work are lacking in accuracy. Thus, he regards the condition of parties in France as peculiar to that country (p. 25); he thinks that Bryan received little popular support (p. 91); and he says (p. 172) that "the state in its origin was an organized body of men occupying a definite territory."¹

MR. E. H. BYINGTON has supplemented his former work on "The Puritan in England and New England" by a study of "The Puritan as a Colonist and Reformer."² In the latter work the author devotes the first three chapters to a discussion of the early beginnings of the colonies, including some mention of their economic conditions, the relations with the Indians, the church and the government. This part of the book concludes with the usual exaggerated estimate of the influence of New England on American institutions. "The Greater New England stretches from ocean to ocean." In the next two chapters the author discusses the religious side of the early Puritans, their influence upon the Indians and more especially the work of John Eliot and Jonathan Edwards. The work concludes with a brief consideration of Shakespeare's attitude toward the Puritans; the author believes that Shakespeare and the Puritans misunderstood each other, that the latter seemed to the poet narrow and bigoted, while they in their turn could recognize only the supreme importance of spiritual things. The Puritans also wished to establish the rights of the middle classes whereas Shakespeare and many others of his class were not interested in this movement and therefore, perhaps, ignored its true importance.

A CONVENIENT SUMMARY of the principal facts connected with the trade between the United States and the United Kingdom from 1776 to 1897, constitutes the latest volume of Sonnenschein's Social Science Series.³ The author, Mr. S. J. Chapman, prepared the work in competition for the Cobden Prize at Cambridge in 1898, and upon receiving the award, revised his study for publication. The course of trade between the two countries is clearly described

¹ Contributed by Robert P. Reeder, Esq.

² *The Puritan as a Colonist and Reformer*. By EZRA HOYT BYINGTON. Pp. xxvii. 375. Price, \$2.00. Boston: Little, Brown & Co., 1899.

³ *History of the Trade Between the United Kingdom and the United States, with Special Reference to the Effects of Tariffs*. By SYDNEY J. CHAPMAN. Pp. xv, 118. Price, 2s. 6d. London: Swan Sonnenschein & Co. New York: Charles Scribner's Sons, 1899.

in the nine chapters into which the volume is divided by the aid of numerous diagrams and statistical tables. Less satisfactory are the explanatory portions of the text, which suffer from the narrow basis on which the discussion rests. The trade between any two countries cannot be understood unless trade relations with other countries are taken into account. Nor can foreign trade as a whole be comprehended if studied apart from other aspects of a nation's industrial life. These obvious facts are ignored by the author, who seems to have lacked the necessary preparation for a really comprehensive treatment of the trade between the United States and the United Kingdom. His use of the best authorities, Giffen, for facts in regard to English trade, and Wells and Taussig for information touching the trade of the United States, saves him from committing very serious blunders, but when he departs from the paths marked out by these writers and suggests original explanations his incomplete grasp of the subject becomes conspicuous. Notwithstanding, the essential facts are clearly presented, and for the most part speak for themselves.

"THE SOCIAL PHASES OF EDUCATION"¹ marks its author, the Superintendent of the Public Schools of Brookline, Massachusetts, as a teacher who has carried the theory of the new education to its logical conclusions. Not content with making the school an instrumentality for the full and free development of the individual, the author asks to what end is education, new or old, rational or mechanical, if not for the development of fine moral character? In social service he finds the goal towards which education should be directed. "From each according to his ability. To each according to his needs." Habit and mental attitude are all important. The interdependence of all parts of human society requires altruism. Not how much but what kind of education is the test. Is it leading to the fullest measure of social service?

Mr. Dutton reconciles the so-called conflicting aims "preparation for vocation" and "general culture." The value of all subjects is gauged by their utility. Vocational studies have in them the germs of mental, moral and æsthetic culture. The home and the school must be social in character and aim. Froebel and Herbart have set the right standards. "No sane person now thinks of treating reading, writing, spelling and composition as materials of thought."

¹*Social Phases of Education.* By SAMUEL T. DUTTON. Pp. x, 259. Price, \$1.25. New York: Macmillan Company, 1899.

That the pedagogy of the future is to take its point of direction more from sociology than from psychology is the governing principle. Three aims should dominate education—the knowledge of one's social environment, the sense of individual freedom and responsibility, and a consciousness of relationship to human institutions. Let education restore industrial co-operation, let it apply scientific ideas, develop manual and industrial arts, and emphasize the dignity of vocation, and it will cease to be unrelated to the life of the individual and the nation.

The church must recognize the unity of all Christian works. The school is the chief moral and civic force at its command. Inductive thought and the democratic spirit are at once the cause and effect of education. The correlation of educational forces in the community is based on the truth that "there is not one single element of civilization that is not made to depend in the end upon public opinion." The Brookline Education Society is an example of the possible enlistment of large and varied lay forces in educational progress. The interest and confidence of the people must be won so that they believe in the value of what is done, else much of the labor goes for nothing.¹

UNDER THE TITLE "DEMOCRACY AND EMPIRE"² Professor Giddings has arranged several of his recent addresses and articles with the object of giving them a continuous sequence. In the opening essay, "The Democratic Empire," the author states his position clearly and forcibly; it is that democracy and empire are entirely harmonious under the dominion of the Anglo-Saxons. Great Britain and the United States have steadily extended their rule in the last century and just as steadily have they become more democratic. This process may be continued in the future says the author, "all on the one inviolable condition that, *as it lengthens the reach of government, it must curtail the functions of government.*" The various local governments may undertake what they please, but the national or imperial government must be content to lose in intensity what it gains in extent. "It must confine itself practically to three things, namely: the imperial defence, the suppression of conflict between one part of the empire and another, and insistence that local administration shall come up to a certain standard in its protection of life and property, and in its respect for enlightenment.

¹ Contributed by Miss Dora Keen, Philadelphia.

² *Democracy of Empire*, By FRANKLIN HENRY GIDDINGS, Ph. D. Pp. 363. New York: The Macmillan Company, 1900.

In the last article, on "The Gospel of Non-Resistance," Professor Giddings tries to show that through the spread of the democratic empire the principle of like mindedness, of homogeneity in fundamental things, will be so far applied that men may differ on minor subjects, but in the essential things will lose the predatory, aggressive habit and the habit of resistance. By agreeing with each other in the fundamental principles of civil organization, individual liberty, standards of conduct and loyalty to a common destiny, the people will realize the gospel of non-resistance, although abundant room will be left for individual differences and progressive elements along other lines. Professor Giddings declares in his preface that the eighteen chapters intervening between these two thoughts are natural connecting links. Among these are articles on the "Ethical Motive," "Mind of the Many," "Industrial Democracy," "Trusts and the Public," "Railroads and the State," "Some Results of the Freedom of Women," etc. The average reader will hardly agree with the author as to the intimate connection between these subjects and the title of the book nor as to the relation of the various articles to each other. The book is not a book but a collection of essays. Some of the essays treat of democracy, some of imperialism, and some of democracy and imperialism, and many of other subjects. All are interesting, all are characterized by that forceful logic which is so familiar in Professor Giddings' work, but they are separate articles rather than connected chapters.

MR. THEODORE GILMAN,¹ a New York banker who published two years ago "A Graded Banking System," in which he advocated a plan for the issue of bank note currency regulated by incorporated clearing houses, re-enforces his argument by the publication of a second book entitled "Federal Clearing Houses." The new book contains a statement of Mr. Gilman's plan and several articles which he has published in magazines and newspapers during the last two years. It also reproduces Mr. Goschen's speech on English Bank Reserves, delivered at Leeds in 1891. Mr. Gilman makes very clear the necessity for a bank circulation which shall vary with the needs of business, justly holding that it will either prevent panics or greatly mitigate their evils. He discusses with much acumen and clearness the subjects of panics, elasticity of the currency, and the services which bank notes perform for the business community. The book is one which should be read by every banker in the country, for its author

¹ *Federal Clearing Houses.* By THEODORE GILMAN. Pp. x. 289. Price, \$1.00. Boston and New York: Houghton, Mifflin & Co, 1899.

understands his subject and makes his points in language which business men will comprehend. The plan which he suggests for the betterment of our banking currency, while it may be faulty in some details, is the simplest and most rational which has thus far been suggested. It could be adopted without any radical changes in our banking system, and the bank notes for which it makes provision, while not secured by deposit of bonds or legal tender money, would be the crystallized credit of the entire country, certain of redemption and available at a time when other forms of credit, through apprehension or actual panic, fall into disuse.¹

THE ACTIVITY OF French publishers in making available for French readers the best foreign literature on economic and social questions has frequently been remarked upon in these columns. Among the series contributing to the ever swelling stream of this literature is the *Bibliothèque Internationale des Sciences Sociologiques*, published under the direction of Professor Hamon of the new University of Brussels. The fourth volume of this series, which has recently appeared, consists of a scholarly translation of Karl Marx's *Zur Kritik der politischen Oekonomie*,² which was first published by the author in 1859 and was in the nature of an introduction to his larger treatise on *Capital*. Subsequent volumes to appear in the same series are translations of Lassalle's *Reden an die deutschen Arbeiter*, Bernstein's "Life of Lassalle" and a collection of the socialistic writings of William Morris.

"PREHISTORIC SCOTLAND"³ is a study of the earliest archæological data relating to Scotland and to the British Isles generally. The author discusses the physical features of Scotland, the climate, fauna and flora, the culture and civilization of the stone, bronze and iron ages, and concludes with a chapter on the ethnology of the country. Mr. Munro infers from linguistic researches that the first Aryan immigration into the British Isles occurred during the bronze age. Numerous and elaborate illustrations accompany the text.

¹ Contributed by Prof. J. F. Johnson, University of Pennsylvania.

² *Critique de l'Economie Politique*. By KARL MARX. Translated from the German by Léon Remy. Pp. xi, 273. Price, 3 fr. 50. Paris: Schleicher Frères, 1899.

³ By ROBERT MUNRO. Pp. xix, 502. Price, 7s. 6d. Edinburgh and London: William Blackwood & Sons, 1899.

THE "COST OF LIVING"¹ represents a departure from former methods of teaching hygiene. The teaching of hygiene as a natural science has not accomplished what was prophesied for it two decades since. The sanitarian is beginning now to treat hygiene as one phase of a social science. To that end the author of the book under discussion presents nine lectures on domestic economy. Starting with the assumption that half of our income is wasted, or in other words, that present incomes go only half as far as they might, the author concludes that reform may be effected through improvement in consumption as well as through an increased share in the results of production. In fact, permanent improvements in the standard of life depend rather upon wise spending than upon large earnings.

Sanitary science furnishes the criterion of wise expenditure in the selection of a diet, of a building site, and household furnishings. The lectures go further and suggest model budgets for the households dependent upon modest incomes. Many economies are discussed whereby the small incomes may be made to raise materially the standard of life, without subtracting any real or supposed essentials in the existing standard.

"TAXATION OF LAND VALUES AND THE SINGLE TAX"² is the title of a collection of papers, by Professor Smart, discussing the proposal to impose a tax on land owners in Glasgow adjusted to the "site value." Though not professing "to be a contribution to economic science," the essay throws an interesting side light on the claim so often advanced that municipal ownership will lessen the burden of taxation. The experience of Glasgow seems to indicate that the enlargement of public services necessitates larger rather than smaller revenues from taxation. The more the city gives the more its citizens want. In Professor Smart's opinion, taxing site owners, instead of increasing the rates paid by occupiers, involves "double taxation, confiscation, and violation of contracts," and can only terminate in "pure Henry Georgeism." How undesirable he deems this outcome is explained in a final chapter on "The Single Tax." His exposition and criticism of the Glasgow bill is clear and forcible, and must have carried considerable weight when first published in the *Glasgow Herald* in the summer of 1899.

¹ *The Cost of Living as Modified by Sanitary Science.* By ELLEN H. RICHARDS. Pp. 121. Price, \$1.00. New York: John Wiley & Sons, 1899.

² By WILLIAM SMART, LL.D. Pp. viii, 125. Price, 2s. 6d. Glasgow: James MacLehose & Sons, 1900.

NO MORE CONCLUSIVE evidence of the world's increasing interest in plans for social improvement could be furnished than is contained in the second volume of Stammhammer's "*Bibliographie des Socialismus und Communismus*."¹ Though this work includes titles of books and articles published between the first of January, 1892, and the thirty-first of December, 1898, together with a few for earlier years overlooked in the preparation of Volume I only, no less than 12,500 items are here enumerated. As in the previous volume, English, French, Italian and Spanish socialistic literatures are catalogued as well as German. English titles are especially numerous, and so far as discovered are exhaustive for the six years covered. Following the author catalogue is a full subject index, which will be found particularly useful to the student entering the mazes of this literature for the first time. As a whole the work is a monument to the patience and accuracy of its justly celebrated author.

HENRY W. THURSTON, head of the department of social and economic science of the Chicago Normal School, has brought out a manual on *Economics and Industrial History for Secondary Schools*,² containing many novel and valuable features. The underlying thought of the book is that elementary instruction in economics ought to concern itself primarily with economic phenomena falling within the pupil's own range of experience, and that he should be taught to observe and collate the facts of his own environment and thus arrive at some of the more general principles of the science. Following out this notion the author has divided his work into three parts: I. Industrial Observation and Interpretation. II. Outlines of the Industrial History of England and the United States. III. Elements of Economic Theory. In using the first part the teacher is recommended in the accompanying *Teachers' Manual* to require the students to make their own observations, which are to be presented in regular reports, and to do their own interpreting under the stimulus of suggestive questions. This is the most valuable part of the book, and will be welcomed even by teachers who prefer to present the subject in a somewhat different way. It rests on sound pedagogical principles, and indicates how economics may be imparted to secondary school pupils free from the dogmatism which usually characterizes such instruction. The second and third parts are less original, but show the same clear grasp of the principle that the concrete should precede

¹ Pp. iv, 404. Price, 13 mark. Jena: Gustav Fisher, 1900.

² Pp. 300. *Teachers' Manual*. Price, \$1.00. Chicago: Scott, Foresman & Co., 1899.

and pave the way for the abstract. As a whole, this work more nearly fulfills the need for a text-book of economics for secondary schools than any that has yet been prepared.

DR. TRAVIS' "History of the Clayton-Bulwer Treaty" ¹ gives a full and accurate account of the causes leading up to, and the conditions attending the negotiations of this much mooted instrument. This is followed by an equally detailed history of the controversies to which the convention has since given rise. On the whole the author's conclusions are favorable to the treaty; in the first place because, in his opinion, it kept Great Britain and the United States from going to war over the matter of the control of the isthmus, and secondly, because it provides in the best possible way for the neutralization of the interoceanic canal. Now that England and the United States have at last learned to understand each other and finally come to comprehend the reciprocal provisions of the contract, Dr. Travis thinks they should retain the Clayton-Bulwer Treaty and live up to its terms. The author's attitude is rather that of the accurate historian than that of the political philosopher, and on this account immediate rather than ultimate causes and consequences are emphasized in the argument.

REVIEWS.

Growth of Nationality in the United States: A Social Study. By JOHN BASCOM. Pp. ix, 213. Price, \$1.25. New York: G. P. Putnam's Sons, 1899.

The title of the book is somewhat misleading; it is not strictly a study of the forces which have brought about nationality, but rather a study of the obstacles which these forces had to overcome. The author considers not so much "the growth of national life under the constitution," as "the divisions which were incident to the conditions under which the constitution was formed . . . or which grew up later under its operation" (p. 7). These divisions—obstacles to the growth of nationality, rather than forces which produced it—were of four sorts: (1) Strife between states and the general government; (2) strife between groups of states; (3) strife between departments of government; (4) strife between classes. Besides these subjects, one chapter is devoted to the Supreme Court, and one to a brief summary of the main conclusions.

¹ *The History of the Clayton-Bulwer Treaty.* By IRA DUDLEY TRAVIS, Ph. D. Publications of the Michigan Political Science Association, Vol. III, No. 8. Pp. 312. Price, \$1.00. Ann Arbor, January, 1900.